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ABSTRACT

This annotated bibliography deals with self-concept and the related terms of self-regard, self-esteem and self-actualization. The materials emphasize books which help the professional understand the construct and the problems of measurement, major principles, and the reviews of research. The bibliography also provides an overview useful to pre-service and in-service educators. Topics include classroom techniques for enhancing self-concept, parent-child and student-teacher relationships, research methodology, and individual development. The items are listed alphabetically by author's last name. (JAC)

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SELF-CONCEPT

AN ANNOTATED BIBLIOGRAPHY

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SELF-CONCEPT

AN ANNOTATED BIBLIOGRAPHY

There is probably no educational phrase or psychological concept that is discussed more frequently in teachers' lounges than self-concept. The term self-concept and the related terms self-regard, self-esteem, and self-actualization appear in philosophical statements produced by school boards, lists of goals compiled by school administrators, curriculum guides created by committees, textbooks written by scholars, and in the conversations that reveal the hopes of many parents. Self-concept appears to be as important to schooling as parades and sparklers are to the celebration of the Fourth of July and mustard and pickles are to the exhuberant enjoyment of a hot dog.

Yet, any serious discussion of self-concept quickly reveals that educators tend toward fuzzy definitions, superficial thinking, and trite implementation of self-concept theory. Much seems to lie in the realm of common sense, glib assumptions, and indiscriminate praise. We cannot afford to consider self-concept so casually.

The importance of a strong, positive sense of self for the young child, the developing adolescent, and the satisfied, autonomous adult is well documented. We know much; still, we need to know more. We must learn what we can, implement what we know, and seek to extend our knowledge.

Most pre-service professional preparation programs seem to treat self-concept as an important aside, not as a fundamental construct. Rarely is a course focused upon self-concept theory and the educational principles that are derived from it. Consequently, educators and students of education either wend their own way in scholarly pursuit, learn by imitation or intuition, or proceed by painful trial and error in their own classrooms. The following annotated bibliography is offered to assist the educator in acquiring a strong knowledge base about this powerful concept and exploring the implications and applications of this knowledge.

The books selected range from the very simple "how-to" books to sophisticated psychological, sociological, or educational texts. As in any summary statement, each annotation reflects a value judgment. Hopefully, this will be helpful rather than detrimental. Needless to say, the bibliography is not exhaustive, but it is comprehensive. The reader is encouraged to explore further and to critically review the original research and the major primary sources.

Allport, Gordon. Becoming. New Haven: Yale University Press, 1955.

This is a series of lectures which were presented at Yale University in 1954. Allport first contrasts two fundamental approaches to the problem of man's becoming - the Lockean and the Leibnitzian traditions. The term proprium is introduced to include all aspects of personality that make for inward unity - a sense of what is "particularly ours". The proprium includes: 1) bodily sense, 2) self-identity, 3) ego enhancement, 4) ego-extension, 5) rational agent, 6) self-image, 7) propriate striving, and 8) the knower. This book is for the sophisticated reader.

Avila, D., Combs, A., and W. Purkey. (Eds.). The Helping Relationship Sourcebook (2nd Ed.). Boston, MA: Allyn & Bacon, 1977.

A strength of this volume is that the reader is introduced to original sources. Contributors include Rogers, Syngg, Purkey, Combs. Kelley, Maslow, Gordon, and Aspy. The focus is on relationships that are facilitative to personal growth. The book has been divied into the following parts: The Professional Helper, The Psychological Bases for Helping, The Helping Process, and The Person in the Process.

Axeline, Virginia. Dibs: In Search of Self. Boston, MA: Houghton Mifflin, 1964.

This is a true story written by a well known therapist about the journey of a small boy from profound disturbance to health. Dibs is the boy who struggled with the support of his therapist to find courage and strength in himself. The dialogue between the therapist and Dibs and the therpist and Dibs' mother give the reader great insight into the concept of self and its importance in human growth and development.

Berne, Patricia H., and Louis M. Savory. Building Self-Esteem in Children. New York: Continuum Publishing Co., 1981.

Parents and teachers will appreciate the practicality and readability of this book. There are seven major chapters; Building Relationships, Being Nonthreatening, Nurturing Success, Bridging to a Loving World, Fostering the Freedom to Choose, Dealing with Strong Emotions and, Inviting the Affirming Spirit. Each chapter follows a similar format. Each section is introduced by a positive statement such as , "Never embarrass children". A brief narrative follows which illustrates the statement. The self-esteem principle is stated last.

Bloom, Benjamin. Human Characteristics and School Learning. New York: McGraw Hill 1976.

This book which is a significant primary text on mastery learning should be required reading for teachers for the relationship between academic success and self-esteem is well documented. Bloom postulates that nearly all children can learn what the school has to teach. School failure which is so devastating to young people may not be necessary!

Borba, Michele and Craig Borba. Self-Esteem: A Classroom Affair. Minneapolis MN: Winston Press 1978.

At least 101 ways to help children like themselves! This is not a theoretical book, but a practical book of activities and strategies for the teacher of young children. Sidney Simon has written the enticing foreward and he states that he wishes that his teacher had owned this book when he was in kindergarten. The book is full of illustrations and reproducible pages - the activities are field-tested and workable.

Branden. Nathaniel. Psychology of Self-Esteem. New York: Bantam, 1971.

"There is no value-judgment more important to man - no factor more decisive in his psychological development and motivation - than the estimate he passes on himself". Branden postulates that self-esteem has two interrelated aspects; it entails a sense of self-confidence (competence) and self-respect (worthiness). He places heavy emphasis on reason, rationality and thinking. This is not a particularly easy book to read, but it is valuable to those who wish to pursue the topic in depth.

Briggs, Dorothy Corkille. Your Child's Self-Esteem. Garden City, NY: Doubleday, 1970. (Dolphin Books Edition, 1975).

Such a valuable book for both parents and teachers! Briggs presents sound advice on raising children so that they will grow up with a healthy, positive self-regard. The only criticism of the book would be that it does reflect the cultural sexism prevalent at the time it was written. Written for parents, it lacks specific academic notation which the educator would find helpful. A checklist of the basic ideas in the book is a useful feature. The last chapter which deals with sex and self-esteem is most welcome.

Brophy, J.E. and T.L. Good. Teacher-Student Relationships: Causes and Consequences. New York: Holt, Rinehart and Winston, 1974.

This book is about differences in students and how they affect teachers in varying ways and then affect teacher expectations and attitudes toward students. These expectations and attitudes influence teacher-student interactions and relationships and have profound psychological effects upon students. The educator who may not be concerned about descriptions of research will value the suggested model for changing teacher behavior, the chapter dealing with some suggestions for the future and the chapter which outlines some implications for teaching.

Canfield, Jack and Harold C. Wells. 100 Ways to Enhance Self-Concept in the Classroom. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Every teacher and administrator should have access to this book for it is of immeasureable value in meeting the challenge of creating a learning environment that helps students develop a strong, positive self-concept. The few introductory pages that summarize what is known about self-concept and teaching and learning gives the reader a foundation, but the strength of the book is its very practical nature . The annotated bibliography of resources is a valuable addition.

Clark, Aminah, Clemes, Harris and Reynold Bean. How to Raise Teenagers' Self-Esteem. San Jose, CA: Enrich, Div./Ohaus, 1980.

This is another very simple and practical book which, though written primarily for parents has much to say to the classroom teacher. The ideas for family use are readily adaptable to the classroom. The authors explore the concept of self-esteem and explain how self-esteem affects the daily life of the adolescent. They propose that there are four conditions of self-esteem; 1) connectiveness, 2) uniqueness, 3) power, and 4) models. Each condition is explained clearly and direct guidance is given to the reader who wishes to create and maintain these positive conditions.

Coopersmith, Stanley. The Antecedents of Self-esteem. San Francisco, CA: W.H. Freeman and Company, 1967.

This nearly classic work explores the antecedents of self-esteem. Three conditions support the development of a high, positive self-esteem. These conditions include: 1) total acceptance of children by their parents, 2) clear and enforced limits of conduct, and 3) respect and freedom for individual action and exploration within the limits. These and other findings have immediate application to teacher education and school and classroom organization. A major portion of the book details Coopersmith's research. The summary chapter is clear and explicit.

Covington, M.V. and R. G. Beery. Self-worth and School Learning. New York: Holt, Rinehart and Winston, 1976.

Educators will find this an exceptionally valuable book for it helps one understand why some students avoid learning and seem lazy and unmotivated, or why they cheat, or why failure spurs some students on and yet defeats other students. The basic idea is self-worth - gaining it, building it, keeping it or struggling to exist in school without it. The last chapters discuss how learning environments can be structured to be success oriented and how teachers can build achievement skills.

Dinkmeyer, Don and Rudolf Dreikurs. Encouraging Children to Learn. New York: Hawthorn Books, Inc., 1963.

Based upon the psychological theories of Alfred Adler, the authors stress the child's need to belong and state that all behavior is directed toward that purpose. Misbehavior in school and avoidance of school learning is evidence of discouragement, of mistaken ideas of how to gain acceptance, or of dejected withdrawal. "No one fails, with all the consequent suffering and deprivation, unless he has first lost confidence in his ability to succeed with socially accepted means". The teacher is guided toward helping children learn to feel acceptable, confident, and courageous.

Felker, E.W. Building Positive Self-Concepts. Minneapolis, MN: Burgess, 1974.

The central assumption of this book is that it is good for children to have a positive view of themselves. Chapters deal with infancy, childhood, elementary school years and adolescence. Five Keys or principles of positive self-concept development are proposed and developed throughout the book. These keys are: 1) Adults, praise yourselves, 2) Help children to evaluate realistically, 3) Teach children to set reasonable goals, 4) Teach children to praise themselves, and 5) Teach children to Praise others.

Gambrell, Linda B. and Robert M. Wilson. Focusing on the Strengths of Children. Belmont, CA: Fearon Pitman Publishers, Inc., 1973.

The basic premise of this slender book is: "Every day, in every lesson, the child should be permitted to demonstrate his strengths through success situations - to his peers, to his teachers, and to himself". The book has five major categories: 1) focus on self-perception, 2) focus on self-control, 3) focus on grouping, 4) focus on instruction, and 5) focus on teaching strategies. An extremely useful check-list to be used to keep track of students' strengths is included along with tips on strategies.

Gergen, K.J. The Concept of Self. New York: Holt, Rinehart and Winston, 1971.

This book is a rather rare combination of the academic and the practical. It is not a pop-psychology book, yet its purpose is to assist its readers in understanding the process of self-understanding and in applying the process and its implications to their lives. While the language is comprehensible to the non-professional and the examples are clear, the scholarship of the author is evident. The book fills a particular need for a scholarly work that is available to those who are not academicians.

Glasser, William. Schools Without Failure. New York: Harper & Row, 1969, 1975.

"The major problem of the schools is a problem of failure". Glasser states that if a student fails in school, his chances for success in life are greatly diminished. Schools must move toward involvement, relevance, and thinking to solve the overwhelming problem of school failure. This book has become a classic for its common sense approach to preventing devastating failure. Glasser's classroom meethings are thoroughly explained in several chapters.

Hamachek, Don E. Encounters With The Self. New York: Holt, Rinehart and Winston, 1978.

This is one of the best books on self-concept available to the educator. It is based on sound theory and is written in a warm and easily understood style. Teachers will particularly appreciate the chapters dealing with self-concept as related to family relationships and child rearing practices and self-concept and school achievement, academic adjustment,and implications for teaching practices. The book is a great help in self-awareness as well.

Hansen, J.C. and P.E. Maynard. Youth: Self-concept and Behavior. Columbus, OH: Charles E. Merrill, 1973.

The major thesis of this slim volume is that an individual generally behaves in ways consistent with his self-concept. The development of self-concept, the interrelationship of behavior and self-concept, ways of enhancing self-concept, and changing behavior are the major topics. A useful chapter introduces concepts of self as proposed by early theorists, contemporary phenomenologists and social psychologists. The role of counselor is stressed but the ideas presented are equally as useful for teachers.

Harvey, Karen E. Classroom Management. Santa Monica, CA: Scott Foresman, in press.

This book illustrates how professional teachers take what is known about human development and teaching and learning and skillfully and artfully create the kind of learning environment that enhances the student. Instructional management, physical management, and behavior management are the organizing constructs. Activities and suggested additional readings are included at the end of each chapter for the reader who wishes to pursue a particular topic. This is not a discipline book, but a book that explains what a good classroom and an effective teacher must do and be.

Howard, Eugene R. School Discipline Desk Book. West Nyack, New York: Parker Publishing Company, Inc., 1978.

This title is misleading for the topic is not school discipline, but school climate. Howard explodes school myths like demeaning grouping practices and competitive grading. In many ways, this is a very practical book on self-esteem and schooling. The book is full of very specific examples and illustrations from contemporary schools. This is a thought provoking book and indeed should be on each teacher's and/or administrator's desk.

Horney, Karen. Neurosis and Human Growth: The Struggle for Self-Realization. New York: W.W. Norton, 1950.

The work of Karen Horney is frequently cited in literature of the self. She is considered one of the most significant contributors to the existing body of knowledge and her work should be read by the serious student. Neurotic behavior is adaptive behavior symptomatic of a person's alienation from his real self. Energies expended in neurotic behavior are self-defeating. Horney states that self-awareness and self-understanding are ways of "outgrowing" neurotic behavior and liberating to the forces of spontaneous growth. This book helps the reader understand the relationship between neurotic behavior and the struggle toward self-realization.

Howe, Leland W. and Mary Marth Howe. Personalizing Education : Values Clarification and Beyond. New York: Hart Publishing Company, Inc., 1975.

Concerned with personalizing human relationships in the classroom, personalizing goals, personalizing the curriculum, and personalizing classroom organization and management, this book is a "how-to" that helps the teacher integrate the techniques of value clarification into an integrated, humanistic approach to teaching. There are abundant activities, worksheets, and examples included. A personalized classroom helps the student develop a positive self-conc ept.

James, William. Principles of Psychology, I. New York: Henry Holt & Co., 1890.

William James must be included in any serious self-concept bibliography for his ideas are seminal to the field and his books are classics in American thought and literature. The ideas expressed in Chapter X, "The Consciousness of Self" are summarized in nearly every book that deals with the historical and theoretical background of the concept of self. The serious student will find this to be required reading.

James, Muriel and Dorothy Jongeward. Born to Win. Reading, MA: Addison-Wesley Publishing Co., 1971.

This book is concerned withthe application of transactional analysis to discovering and developing awareness, self-responsibility, authenticity, and self-confidence. The theory is carefully explained and experiments and exercises are included. The reader will appreciate the direct language and concrete illustrations of the basic principles. The transactional analysis theory of Dr. Eric Berne is supplemented by some gestalt-oriented activities.

Jersild, Arthur T. In Search of Self. New York: Teacher Col lege, Columbia University, 1952.

This book, which is now probably old enough to be called a "classic" is quite basic to the study of self-concept. The reader is however chagrined at how little things have changed in thirty years. Jersild states, " There is a need of staggering magnitude for doing something in our educational program to help children and youth acquire realistic attitudes of self-acceptance". The need still exists and Jersild's book remains pertinent. The book is direct, clear, and challenging.

Jourard, Sidney. The Transparent Self (Rev.) New York: Van Nostrand Reinhold Company, 1971.

The author states that, "The book as a whole expresses the hypothesis that man attains to health and fuller functioning only in so far as he gains in courage to be himself among others and when he finds goals and objectives that have value and meaning for him". The first four sections will be most helpful to educators: the last section is directed specifically to nurses. Self-disclosure and authenticity for helpers (including teachers) and for clients is explored in clear and simple language.

Kirschenbaum, H., Sidney Simon , and R. Napier. Wad-ja-get? The Grading Game in American Education. New York: Hart Publishing Co., 1971.

The time honored tradition of grading is examined and alternatives are explored. The narrative is in story form which makes it pleasant and easy reading. Research studies are cited and the reader is rather gently led to seriously question how grades help students either acquire the knowledge and skills that they need or develop into the kind of people we would hope that they be.

Knight, Michael E. and others. Teaching Children to Love Themselves. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

This book is like a chat with some excellent teachers of young children. It is direct, workable, and helpful. It is short on theory and long on ideas and activities. A particularly helpful chapter is entitled "Parents and Children Working and Learning Together". The monthly Together activities are designed to help parents enhance children's self-image in the home. Included are "A message from your child" which is a thoughtful reminder to parents and a list of suggested books that can be read together. New teachers and parents will enjoy this book.

LaBenne, Wallace D. and Bert I. Greene. Educational Implications of Self-Concept Theory. Pacific Palisades, CA: Goodyear Publishing Company, Inc., 1969.

Written in three major sections, orientation, application, and determination, this book asserts that the school is a major force in contributing to the child's sense of self. It extends a clear discussion of self-concept as a construct to the school practices of intelligence tests, ability grouping, grading, promotion, and classroom discipline. The last section addresses how self-concept is measured and the difficulties in measurement.

Lynch, Mervin D., Norem-Heibeisen, Ardyth A., and Kenneth J. Gergen. Self-Concept: Advances in Theory and Research. Cambridge, MA: Ballinger Publishing Company, 1981.

The twenty-one chapters in this book emanated from a 1978 symposium on self-concept research and are interdisciplinary in nature. The research emphasis makes the book more appropriate for the graduate student or the person interested in delving more deeply into the theory and research of self-concept. This is a valuable and stimulating reference book for the scholar.

Martin, Robert J. Teaching Through Encouragement. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980.

This is a simple book - short sentences, short paragraphs, and many examples. Nonetheless, the ideas are powerful and practical. This is a good refresher on working with youth in positive ways. Busy teachers who don't want a more academic approach will use this book. The key concepts of the book are encouragement and responsibility and the teacher is led from relying on authoritarian control to developing secure, independent, and responsible students.

Maslow, Abraham. Toward a Psychology of Being. New York: D. Van Nostrand, 1962.

A continuation of Motivation and Personality, this volume adds to the reader's understanding of the term self-actualization and humanistic or third world psychology. Maslow's study of healthy, functioning, self-actualized individuals is not only refreshing, but sensible. Teachers who try to understand why students act the way they do, should read Maslow.

Mead, George Herbert. Mind, Self, & Society. Chicago IL: The University of Chicago Press, 1934.

George Mead was both a philosopher and a social psychologist and his conception of self is rooted in social conditions or social interaction. We know ourselves as we perceive others see us; the self develops in a social setting. This is quite fundamental reading for understanding of the social self and for becoming familiar with the basic ideas of the scholars in the field.

Moustakas, Clark. The Authentic Teacher. Cambridge, MA: Howard A. Doyle Publishing Company, 1966.

The authentic teacher is one who understands children in their own terms, values, and meanings rather than in the traditional terms of the school which are primarily diagnositc or evaluative. This authentic relationship in which individual integrity is maintained promotes the healthy growth of individuals and of society. The major part of the book consists of real examples related by teachers who have received training in establishing authentic relationships in the classroom.

Moustakas, Clark (Ed.) The Self. New York: Harper & Row, 1956.

Nineteen contributors present a wide variety of experiences, opinions, theories, and hypotheses related to the self. Known authorities such as Allport, Fromm, Lecky, Sartre, Jung, Maslow, Rogers, and Horney are represented. A wide variety of disciplines have been included which illustrates the common thread that people must accept their uniqueness. Each essay or chapter adds immeasureably to the readers conception of Sself".

Newman, Mildred and Bernard Berkowitz with Jean Owen. How to be Your Own Best Friend. New York: Random House, 1971.

Although it falls into the category of best selling pop-psychology books, this slender volume has much to say about self-acceptance and self-esteem. A question and answer format is utilized and the language is for the layman. It is direct and simple advice on how to stop putting yourself down and to begin to act in ways that are self-enhancing and self-fulfilling.

Purkey, William W. Self-Concept and School Achievement. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

Even though somewhat outdated, this remains a most valuable little book. Chapter 1 is an introduction to theories of the self. Chapter 2 explores the relationship between the self and academic performance. Chapter 3 explains how the self develops. And finally, the last chapter details the task of the teacher. Although the latest research is missing, educators will treasure this book.

Purkey, William W. Inviting School Success: A Self-Concept Approach to Teaching and Learning. Belmont, CA: Wadsworth Publishing Company, Inc., 1978.

What do I do on Monday? Invite school success! "...An invitation is a summary description of messages - verbal and non-verbal, formal and informal - continously transmitted to students with the intention of informing them that they are responsible, able, and valuable. Purkey stresses that invitational teaching is a "doing with", rather than a "doing to" process. A slim book, it is intended to put theory into practice.

Rogers, Carl. On Becoming a Person. Boston, MA: Houghton Mifflin Co., 1961

Rogers has pulled together some of his unpublished work and some of his articles that have been published in professional journals. Examples are primarily personal or culled from his experience as a therapist. The major ideas are self-knowledge, self-awareness, and self-growth. His personal thoughts on teaching and learning are nearly guaranteed to stimulate serious thinking. The reader feels as though he or she is attending an informal Sunday seminar with a warm and open scholar.

Rosenthal, Robert and Lenore Jacobson. Pygmalion in the Classroom. New York: Holt, Rinehart and Winston, 1968.

This often cited book is about interpersonal self-fulfilling prophecies as they operate in an educational setting. The authors' research addressed the question of whether a teacher's expectation for her pupils' intellectual ability can come to serve as an educational self-fulfilling prophecies. Although the methodology of this study has been questioned, their research did support the hypothesis that teacher expectations are significant and do affect student achievement.

Samuels, Shirley C. Enhancing Self-Concept in Early Childhood. New York: Human Sciences Press, 1977.

Hopefully, pre-service teachers will have this book on a list of required reading for it is an outstanding contribution to the study of child development. Fundamental concerns such as the relationship of self-concept and sex and race are included. While the book seems to be primarily a text for professional course work, all teachers of young children should make the effort to study it.

Simon, Sidney. I Am Loveable and Capable. Niles, IL: Argus Communications, 1974.

This little book, written for young people, is a modern allegory on the clasic put-down. It is useful in the classroom and can be adapted for almost any age level. It is also useful in understanding our own behavior as teachers and parents. Classroom teachers have used this story to help create a more self-enhancing classroom environment.

Webster, M. and Sobieszek, B. Sources of Self-Evaluation: A Formal Theory of Significant Others and Social Influence. New York: Wiley, 1974.

This is not a simple book, nor easy to read. An interactionist theory is presented and the author's research is presented in some detail. It is a book for graduate students or others that have more immediate interest in the theoretical than the practical.

Wells, L.E. and G. Marwell. Self-Esteem: Its Conceptualization and Measurement. Beverly Hills, CA: Sage Publications, 1976.

This is a review and discussion of the literature pertaining to self-concept. Included are chapters which outline the theoretical background of the construct, explore the dimensions and definitions of self-conceptualization and discuss the problems of measurement. This is an excellent overview for the more advanced student in education as well as psychology and sociology.

Wylie, R.C. The Self-Concept. (Rev. Ed.) Lincoln, NE: University of Nebraska Press, 1974, 1979.

A comprehensive two volume work, Wylie's book provides an important service to the scholar and researcher. The first volume is concerned with a conceptual treatment of methodology relevant to self-concept research and an evaluation of research designs, procedures, and measurement techniques. The second volume synthesizes and evaluates the major studies in light of the research considerations presented in the first volume. It is concluded that theoretical and methodological improvements are necessary to put work on self-concept on a more respectable scientific basis.

Yamamoto,Kaoru. The Child and His Image: Self Concept in the Early Years. Boston, MA: Houghton Mifflin Company, 1972.

Seven authors have contributed to this extensive and integrated work. The book is intended primarily for pre-service teachers and other professionals who serve children. The focus is primarily on children between the ages of three and ten and combines theory and practice of nurturing a positive sense of self in educational contests. Formal and informal assessment techniques are included as is a chapter on parental role. The principles are applicable to older students.

Ziller, R.C. The Social Self. New York: Pergamon Press, 1973.

In this book, the self-other concepts that are considered are: self-esteem, social interest, marginality, self-centrality, complexity, identification, majority identification, power, and openness. It is proposed that social adaptation is mediated by self-other concepts. The self-concept obtrudes between the stimulus and the response. Thus, human behavior is viewed as determined, in part, by the person's view of himself. A theoretical book, this book expands the reader's understanding of the relationship between self-concept and human behavior.